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IDENTIFIERS	*Academic Accommodations (Disabilities); *Social Skills Training

ABSTRACT

This book addresses inclusive environments and the shifting of instruction of children with disabilities to the general classroom teacher. The major themes are behavior management, curriculum, and instructional strategies. Individual chapters include: (1) "Discipline in Special Education and General Education Settings" (Deborah Deutsch Smith and Diane Pedrotty Rivera); (2) "The Missing Link: Students Discuss School Discipline" (Sue Thorson); (3) "Courage for the Discouraged: A Psychoeducational Approach to Troubled and Troubling Children" (Larry K. Brendtro and Steven Van Bockern); (4) "Management of Aggressive and Violent Behavior in Schools" (Robert B. Rutherford, Jr. and C. Michael Nelson); (5) "Classroom Interventions for Students with Attention Deficit Disorders" (Karen J. Rooney); (6) "Behavior Management in Inclusive Classrooms" (Stephanie L. Carpenter and Elizabeth McKee-Higgins); (7) "Preferred and Promising Practices for Social Skills Instruction" (George Sugai and Timothy J. Lewis); (8) "Strategies for Adapting Science Textbooks for Youth with Learning Disabilities" (Thomas C. Lovitt and Steven B. Horton); (9) "Teaching Students with Learning Problems in Math To Acquire, Understand, and Apply Basic Math Facts" (Cecil D. Mercer and Susan P. Miller); (10) "Strategies for Teaching Social Studies" (Kathleen McCoy); (11) "Curriculum Considerations in an Inclusive Environment" (Cynthia L. Warger and Marleen C. Pugach); (12) "Curriculum and Instructional Issues in Teaching Secondary Students with Learning Disabilities" (Herbert J. Rieth and Lewis Polsgrove); (13) "A Focus on Curriculum Design: When Children Fail" (Deborah C. Simmons and Edward J. Kameenui); (14) "Best Academic Practices for Inclusive Classrooms" (Margaret E. King-Sears); (15) "Peer-Mediated Instruction and Interventions" (Cheryl A. Utley and others); (16) Secondary Inclusion Programs for Students with Mild Disabilities" (Cassandra McCrory Cole and James McLeskey); (17)

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"Curriculum-Based Collaboration" (Victor Nolet and Gerald Tindal); (18) "Teaching Concepts: Procedures for the Design and Delivery of Instruction" (Mary Anne Prater); (19) "Educational Interventions for Students with Attention Deficit Disorder" (Thomas A. Fiore and others); and (20) "Co-Teaching: Guidelines for Creating Effective Practices" (Lynne Cook and Marilyn Friend). (Each chapter includes references.) (CR)

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